

Book Reviews

This is an ongoing column, featuring reviews of books and other materials for ESOL teachers and students. Please send submissions to the column editor, Elizabeth Fonseca, at columns@idiom.nystesol.org.

Review of Diane Staehr Fenner, Peter Kozik, and Ayanna Cooper, *Evaluating ALL Teachers of English Learners and Students with Disabilities*. Thousand Oaks, CA: Corwin Press. 2015.

by Diane Garafalo

Evaluating ALL Teachers of English Learners and Students with Disabilities is the first book of its kind to address the need for an inclusive teacher evaluation framework to guide teacher evaluation designed for teachers of all learners. With the current emphasis on teacher evaluation, it is imperative to provide both teachers and education leaders with the best tools available. It's particularly relevant for New York State, especially with the new APPR requirements and CR Part 154.

The chapter "Foundations of Education of English Learners" will be very helpful in providing a proper foundation for both teachers and education leaders. Included on page 37 is a table, Court Cases and Impact on EL Education; starting with *Brown vs. Board of Education* and ending with the Elementary and Secondary Education Act (NCLB), it gives the year and each case's impact on EL education. Page 44 offers a chart titled The Iceberg Concept of Culture (Hamayan, 2006), which includes a helpful discussion of the stages of second language acquisition.

Teachers of ELs and students with disabilities require specific considerations that the authors outline in their four principles, which are compatible with the Danielson (Danielson, 2007) and Marzano (Marzano, 2011) frameworks. These four principles are:

1. Committing to Equal Access for All Learners
2. Preparing to Support Diverse Learners
3. Reflective Teaching Using Evidence-Based Strategies
4. Building a Culture of Collaboration and Community

For each principle, the authors give examples of "look-fors" that can be used by evaluators to determine if a teacher is being effective in instructing ELs and students with disabilities. For example, page 102 includes charts of what to look for in each principle. Two examples for Principle 1 are:

- Articulates types of language support services ELs receive at the school
- Awareness of what ELs' home language(s) is and their literacy skills in their home language(s)

The same type of chart is given for Principles 2, 3, and 4.

Pages 154 and 155 provide a great tool, the EL Lesson Implementation Checklist, which suggests seventeen questions a teacher can ask to determine his or her effectiveness. The authors refer to these questions as "Good teaching plus." Two of them are:

- Did I teach salient academic language found in the text(s) to the students?

- Did I determine the ELs' level of background knowledge of the topic?

There are many wonderful suggestions in the chapter "Empowering Educators through Coaching." Numerous tools are provided here for coaching those teachers who need more help to improve their effectiveness in teaching ELs and students with disabilities.

For me, the authors were very effective in providing specific and practical answers to evaluation and in improving the effectiveness of all teachers of ELs and students with disabilities. It is clear that they are both experienced and knowledgeable in this subject. I would have liked to see some examples of effective lessons as well as lessons that fell short in some areas. In my experience as an ENL teacher, these examples of great and not so great ENL lessons would be very helpful to education leaders. Since I know that these authors have already created excellent sample lessons that were successful, perhaps we will see them in their next book!

In conclusion, there is so much more to this book than I expected, based on the title. Please take the time to explore it yourself. Like me, you'll be so glad you did.

References

Danielson, C. (2007). *Enhancing professional practice: a framework for teaching* (2nd ed.). Alexandria, VA: ASCD.

Hamayan, E. (2006). What is the role of culture in language learning? In E. Hamayan & R. Freeman (Eds.), *English language learners at school: A guide for administrators* (pp. 62–64). Philadelphia, PA: Caslon.

Dr. Marzano's Causal Teacher Evaluation Model (Marzano Teacher Evaluation).

<http://marzanoievaluation.com>

Diane Garafalo currently serves as educational consultant for the Northern ESL PLC and has published several articles in Idiom. Her experience includes teaching K–12 ESL and secondary English for 14 years in central and northern New York State and in Fort Meade, Md. She completed graduate and undergraduate studies at SUNY Oswego and studied TESOL and educational leadership at Le Moyne College. <dgarafalo@earthlink.net>